

COWPENS ELEMENTARY

341 Foster Street
Cowpens, South Carolina 29330

GRADES K-5 Elementary School

ENROLLMENT 428 Students

PRINCIPAL Dr. David Mark Bomar 864-463-3300

SUPERINTENDENT Dr. James O. Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	48	37	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

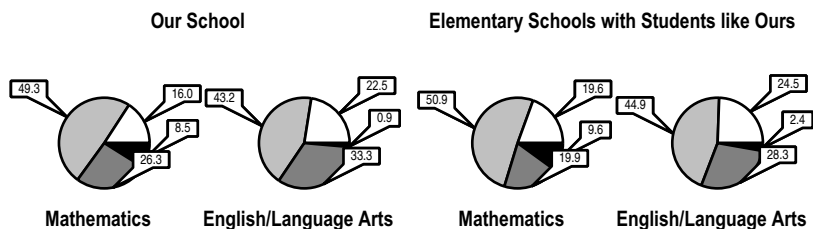
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	72	59
Percent satisfied with learning environment	100.0%	91.5%	77.6%
Percent satisfied with social and physical environment	100.0%	95.8%	78.0%
Percent satisfied with home-school relations	96.7%	93.1%	89.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	220	100.0	22.5	43.2	33.3	0.9	34.3	17.6
Gender								
Male	103	100.0	23.5	39.8	35.7	1.0	36.7	17.6
Female	117	100.0	21.7	46.1	31.3	0.9	32.2	17.6
Racial/Ethnic Group								
White	174	100.0	18.2	42.4	38.2	1.2	39.4	17.6
African-American	37	100.0	35.3	50.0	14.7	N/A	14.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	191	100.0	20.1	45.1	33.7	1.1	34.8	17.6
Disabled	29	100.0	37.9	31.0	31.0	N/A	31.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	220	100.0	22.5	43.2	33.3	0.9	34.3	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	218	100.0	21.8	43.6	33.6	0.9	34.6	17.6
Socio-Economic Status								
Subsidized meals	117	100.0	36.6	42.9	20.5	N/A	20.5	17.6
Full-pay meals	103	100.0	6.9	43.6	47.5	2.0	49.5	17.6

Mathematics								
All students	220	100.0	16.0	49.3	26.3	8.5	34.7	15.5
Gender								
Male	103	100.0	17.3	42.9	25.5	14.3	39.8	15.5
Female	117	100.0	14.8	54.8	27.0	3.5	30.4	15.5
Racial/Ethnic Group								
White	174	100.0	10.0	48.2	31.2	10.6	41.8	15.5
African-American	37	100.0	38.2	58.8	2.9	N/A	2.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	191	100.0	14.1	51.1	27.2	7.6	34.8	15.5
Disabled	29	100.0	27.6	37.9	20.7	13.8	34.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	220	100.0	16.0	49.3	26.3	8.5	34.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	218	100.0	15.2	49.8	26.5	8.5	35.1	15.5
Socio-Economic Status								
Subsidized meals	117	100.0	25.0	52.7	18.8	3.6	22.3	15.5
Full-pay meals	103	100.0	5.9	45.5	34.7	13.9	48.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	88	N/A	21.8	42.5	33.3	2.3	35.6
	Grade 4	67	N/A	19.4	50.7	28.4	1.5	29.9
	Grade 5	71	N/A	9.9	63.4	25.4	1.4	26.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	16.7	46.7	35.0	1.7	36.7
	Grade 4	86	100.0	27.7	37.3	33.7	1.2	34.9
	Grade 5	72	100.0	21.4	47.1	31.4	N/A	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	88	N/A	28.4	58.0	8.0	5.7	13.6
	Grade 4	67	N/A	20.9	44.8	20.9	13.4	34.3
	Grade 5	71	N/A	11.3	62.0	16.9	9.9	26.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	62	100.0	13.3	48.3	25.0	13.3	38.3
	Grade 4	86	100.0	14.5	50.6	24.1	10.8	34.9
	Grade 5	72	100.0	20.0	48.6	30.0	1.4	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 428)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.3%	Down from 4.0%	2.6%	2.4%
Attendance rate	95.9%	Down from 96.1%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.2%	Up from 15.9%	13.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.5%	Down from 8.3%	8.7%	8.0%
Older than usual for grade	N/A	N/A	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	61.3%	Up from 58.6%	45.2%	50.0%
Continuing contract teachers	83.9%	Down from 86.2%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.0%	Up from 86.8%	87.0%	86.2%
Teacher attendance rate	94.6%	Down from 96.4%	95.2%	95.3%
Average teacher salary	\$43,899	Up 4.3%	\$39,496	\$39,909
Prof. development days/teacher	6.2 days	Down from 9.7 days	10.9 days	11.4 days

School				
Principal's years at school	1.0	Down from 15.0	4.0	4.0
Student-teacher ratio	21.2 to 1	Up from 21.0 to 1	18.9 to 1	18.9 to 1
Prime instructional time	89.8%	Down from 91.9%	89.6%	89.7%
Dollars spent per pupil*	\$6,052	Down 3.7%	\$5,668	\$5,892
Percent spent on teacher salaries*	60.0%	Up from 58.2%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 74.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students at Cowpens Elementary School experienced success in 2002-2003, as the faculty, administration, and parents cooperated to provide an excellent educational program. In a shared vision to educate all children, the school community focused on instructional quality, student achievement, and responsible citizenship. Parent involvement was remarkable, and students gained support in all areas, from academics to extra-curricular activities. Active PTO and Student Improvement Council teams contributed to the school's success. Continuous learning and high expectations were evidenced in students' behavior, conduct, and academic performance.

Literacy was a major emphasis in grades PK-5, as the faculty engaged students in writing, problem-solving and thinking at higher levels. We continued the reading and writing across the curriculum program as an Exemplary Writing School. Student performance in mathematics was enhanced through alignment of the mathematics curriculum with the state standards. The school and community were linked through marketing and celebrating students' successes through local publications and the media. All students were recognized for their writing and academic achievements during the year. More than 200 students in grades 2-5 entered work in writing and art contests. A first grade teacher earned National Board Certification, bringing the school's number to two NBPTS certified teachers. Each student in grades K-5 benefited from the assistance of a high school student in the Service Learning program.

The 21st Century Community Learning Center Grant provided for increased participation in academic assistance and in arts enrichment for all students. The PROACT (Professional Resources Orientation to Align Curriculum and Teaching) initiative provided ongoing staff development and teacher leadership on best practices. Reflective teaching was integral to instruction and assessment. The REAL (Reading Enhances Academic Literacy) program allowed students to connect literature to the academic learning standards. Thinking Maps strategies were applied in all classes, and each student used technology to enhance reasoning and generate writing products. CHARM (Citizens Helping to Address Risks through Mentoring) allowed ten students to have mentors who represented city government, a local church, business/industry, the school board, and School District Three alumni.

We continue our school renewal process to enhance the potential for positive results in student achievement, and we invite you to join our efforts to maintain excellence.

Dr. David Mark Bomar
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.